DOCUMENT RESUME

ED 296 012 UD 025 681

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TITLE A Paradigm for Dropout Prevention Programs.
INSTITUTION San Diego City Schools, Calif.
PUB DATE 87
NOTE 91p.; Best copy available.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Ancillary School Services; *Dropout Prevention; Elementary Secondary Education; Guidance Programs; *High Risk Students; Intervention; Job Training; Nontraditional Education; Potential Dropouts; Program Content; School Holding Power; Urban Schools
IDENTIFIERS *San Diego Unified School District CA

ABSTRACT

This report describes the dropout prevention programs developed by the San Diego City Schools. It begins by outlining the critical components of effective student dropout prevention programs, including student identification, student study team, personalized student action plan, parent support, controlled admissions to alternative programs, classroom interventions, alternative programs, and community involvement. Next the paper provides an overview of the San Diego City Schools model. The components are specified, and the elements of each are provided in detail. Appendix A provides suggestions for developing interventions for at-risk students. Appendix B describes each of the school district's dropout prevention programs and services. In particular, the report includes information on the Education Clinic, the Pupil Motivation and Maintenance Program, and Alternative Education and Work Centers, which design individual intervention programs and provide employment training. There is also a summary grid of California State Department of Education Dropout Prevention Model Programs showing them in relation to their areas of focus. The programs are then described in greater detail, and a contact name, address, and phone number are included. (PS)

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A PARADIGM FOR DROPOUT PREVENTION PROGRAMS

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A PARADIGM
FOR
DROPOUT PREVENTION PROGRAMS

Introduction

This paradigm outlines the critical components of effective student dropout prevention programs. It lays out processes, procedures, activities, and other considerations that current literature, research, and program practice from across the nation suggest are effective in successful programs. The paradigm generally follows the special education program model which has been successful in developing and prescribing interventions to meet the needs of handicapped youngsters.

The development of this paradigm follows a sequence of events that began with the district researching the scope and characteristics of its dropout problem. Two studies of student dropouts made it clear that the San Diego City Schools had a serious and unabating dropout problem. An action plan was needed for the early identification of potential dropouts and the coordination of the district's existing services and programs for these at-risk students.

The superintendent directed that a temporary project committee address these concerns by organizing a Dropout Prevention Round Table. This Round Table was a collaborative between the schools and community, including the private sector. Its charge was to develop recommendations and an action plan for a comprehensive dropout prevention program to reduce the number of dropouts and potential dropouts and to recover these who already had dropped out. A key element of the action plan was to be the coordination and monitoring of dropout prevention/recovery programs and service.

When completed the Round Table's action plan had three sets of recommendations: one set for central administration, a set for schools, and a set for parent, community, and private sector involvement. This paradigm is consistent with the Round Table's recommendations and was developed to assist principals and teachers who are responsible for developing and implementing dropout prevention interventions under the district's dropout prevention program.

PARADIGM COMPONENTS

The paradigm consists of eleven sequenced components which identify critical elements of the dropout prevention program and its major organizational and operational considerations. (See page____.) It begins with student identification and proceeds to the elements of intervention.

Student Identification Process. Early identification of students who are "at risk" of becoming dropouts is a critical feature of the paradigm. This identification process centers on indicators which several research studies identify as the best predictors of dropping out when found in some combination. Using these indicators, the paradigm calls for the development of a student profile for comparison with a set of "at risk" criteria established by a Student Study Team.

Student Study Team. This component is derived from special education programs and also is found in California's new School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act. This model is very effective for screening students in need of special education services and for prescribing needed services for such students. The Student Study Team component in the paradigm specifies the Team's composition and respon-

sibilities. The critical responsibilities are to monitor the identification process, develop personalized action plans for identified students, and check students' progress.

Personalized Student Action Plan. A personalized action plan with specific student goals consists of identifying appropriate instructional interventions, support services, and activities to assist the student in becoming more successful in school. In addition, there is a parent involvement and support element. Key to a successful action plan is a good match between services and student needs.

Parent Support. Educators have long recognized that students are more successful in school if they have parental support. Many at-risk students cannot automatically count on having such support. This component identifies possible activities which may be expected (or perhaps at times required) of parents as a condition for their youngster's participation in a dropout prevention program. Absent a willing parent to provide this support, attempts should be made to identify an adult as a surrogate parent for this purpose. Teachers in an extended role or community members may sometimes play this role.

Student Commitment. This component offers alternative approaches for obtaining student commitment. Most educational programs assume that students are willing to make the effort to be successful and will perform according to expected standards for attendance, behavior, and quality and quantity of work. This paradigm incorporates these expectations as well as a reward structure.

Here the paradigm divides into two alternative branches. One branch leads to interventions provided in regular classrooms while the other leads to

the elements of alternative programs. However, the Administrative Organization and the Staff Commitment components are common to both approaches, but with special considerations included for alternative programs.

Controlled Admissions. Alternative programs gain status by having controlled admissions. The message is that the program is not available to everyone who may want to enroll. Alternative programs are not "dumping grounds"; they are programs designed to meet special needs of students. Controlled admissions also take into consideration requirements essential to student success in the alternative program as well as legal requirements.

Administrative Organization. The paradigm indicates those elements of administrative organization, flexibility, support, and planning that are special requirements for the development, implementation, and ongoing success of the program. Special emphasis is given to elements that are important for alternative programs. This component may require some school district policy changes.

Staff Commitment. This component focuses on the teacher/staff culture desired for the effective education of students at risk of dropping out. Teacher beliefs, values, and practices are critical elements to program success. Most significant are the beliefs that all children can learn; positive expectations of success should be communicated to students; and the educational experience should be personalized in a positive learning environment. Successful alternative programs also require collegiality and frequent communications among staff in the operation and management of the program.

Classroom Interventions. Highlighting classroom interventions are activities that promote social bonding. Many at-risk youngsters do not have strong social ties to the class or school. Conscious efforts to create these social bonds is important. Providing student support systems and monitoring of student progress also are critical elements. Central to instructional considerations are the instructional interventions found in the student's personalized action plan developed by the Student Study Team. The other elements listed are good teaching practices.

Alternative Programs. The organization and management of alternative programs involve elements from other components, including Controlled Admissions, Administrative Organization, Staff Commitment, and Classroom Interventions. It is likewise with instructional considerations. Alternative programs offer options and flexibility not available in the structure of regular classrooms. This component references a listing of dropout prevention programs available in the San Diego City Schools and other school districts.

Community Involvement. Opportunities for community involvement identified in this component range from volunteer services in the school to community-wide projects. Community support is characterized by collaboratives between the school and community agencies for a variety of services which may be made available to support the alternative program. It is assumed that such services also may be made available to students in need but who are not identified as "at risk".

The remainder of this paper is an overview of the paradigm, with the components specifications identified as panels, and two appendices. Appendix

A provides some suggested interventions and a draft action plan. Appendix B includes a current listing of the San Diego City Schools' dropout prevention and recovery programs and services and a catalog of validated program models recommended by the California State Department of Education.

It is hoped this paradigm aids school staff in successfully meeting the challenge of improving and developing new programs and interventions that combat the student dropout problem.

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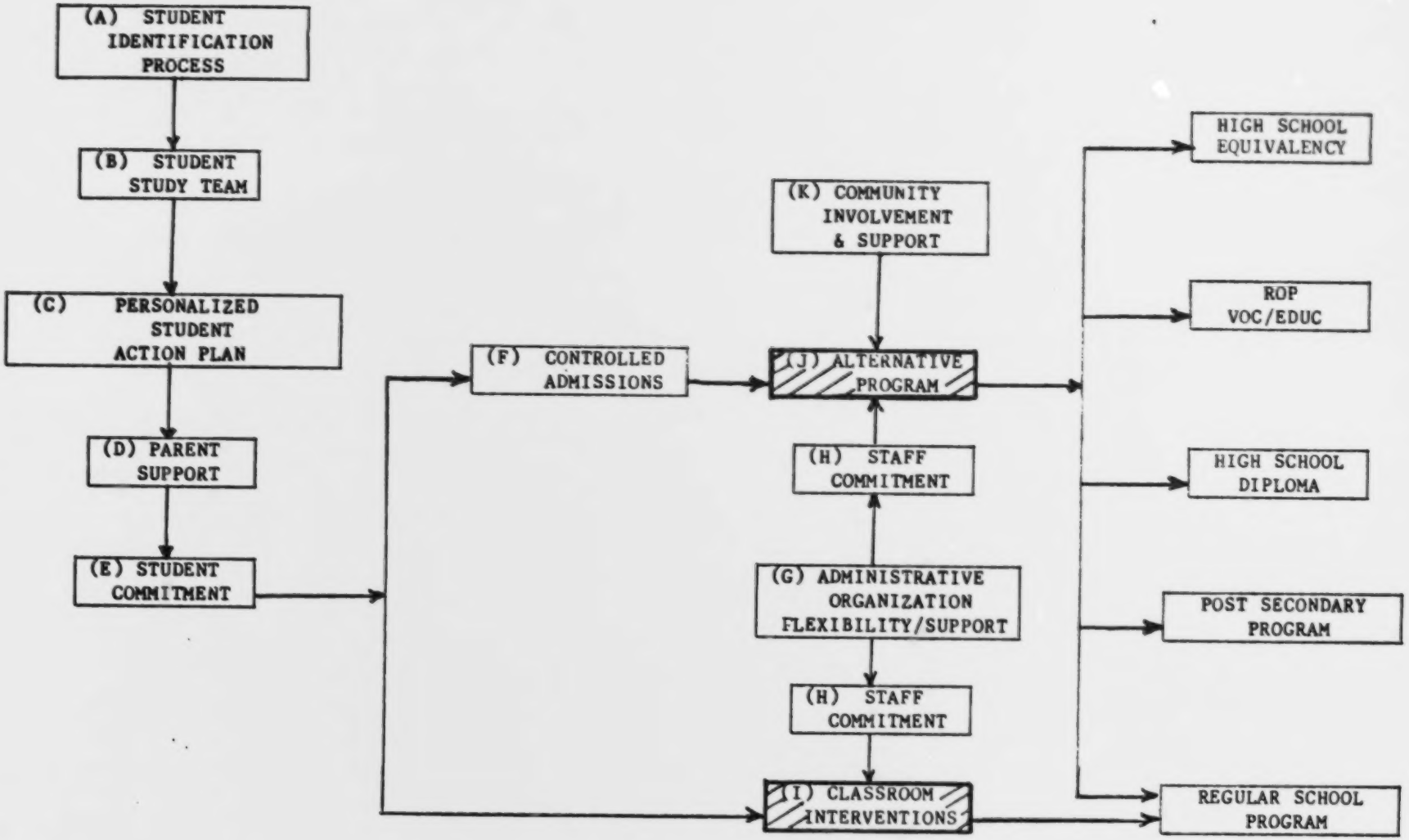
A PARADIGM
FOR
DROPOUT PREVENTION PROGRAM
(OVERVIEW)



PANEL A

STUDENT
IDENTIFICATION
PROCESS

POTENTIAL AT-RISK INDICATORS

--> o Low achievement (grades/tests)
--> o Frequent absences/tardies
o Inattentive
--> o Economically disadvantaged
--> o Retained in grade or overage for grade (credit deficit)
--> o High Truancy
--> o Discipline problems/suspensions, etc.
o Siblings who dropped out
o Parent(s) who dropped out
o Single parent
-> o Students' low expectation for school attainment
o Learning handicapped
o Not satisfied with school
o Special placement for discipline/ adjustment
--> o Working more than 15 hrs./wk.
o Pregnancy

Note 1: --> Indicates when taken in some combination, are best predictors of dropping out

Note 2: Indicators tend to be symptoms of student problems

Note 3: Non-school indicators could be applicable to preschool children

PROCESS

- o Establish at-risk criteria
- o Develop identification instrument
- o Develop staff awareness of indicators
- o Maintain records of students processed

IDENTIFICATION

- o Develop student profile of school history
  - Attendance pattern
  - Retention in grade
  - Discipline problems
  - Grades
  - Test scores
  - Special programs participation
  - Family background
  - Health history
  - Other at-risk indicators
- o Compare student profile with at-risk criteria
- o Canvass student body at least once per year

PANEL B

STUDENT
STUDY TEAM

TEAM COMPOSITION

- Site administrator
- Teacher
- Referring teacher(s)
- Resource specialist
- Alternative program rep.
- Support staff (counselor, nurse, psychologist) as appropriate
- Parents

TEAM RESPONSIBILITIES

- Monitor identification process
- To consider, learning/behavior prob.
- Assess student needs
- Inform parents of school concern/plans and obtain parent support
- Develop personalized action plan with specific learning goals
- Provide guidance and make recommendations to teachers and parents
- Recommend best school placement for at-risk students
- Monitor student progress
- Determine when intervention is no longer needed
- Promote teamwork, develop support systems, and coordinate services
- Maintain records of meeting/referrals/actions

PANEL C

PERSONALIZED
STUDENT ACTION
PLAN

PLAN ELEMENTS

- o Specified student goals
- o Match of services with student needs
- o Instructional interventions
  - Individualized activity based curriculum
  - Differentiated pacing of materials
  - Clear objectives (behavioral terms)
  - Prompt feedback
  - Performance standards appropriate to competencies and developmental level
  - Positive expectations
  - Positive learning climate
  - Emphasis on concepts, comprehension, and inferrential skills for reading and math components
- o Supportive personal attention from adults
- o Parent involvement and support
- o Criteria for goal attainment
- o Additional social/academic/health support services (e.g., tutoring, ESL, remedial, peer study group, etc.)
- o Intramural and interschool activities

PANEL D

PARENT
SUPPORT

POSSIBLE ACTIVITIES

- o Commitment to and support of individualized student action plan
- o Provide positive expectation and emotional support
- o Provide space and quiet time for homework study
- o Assistance with homework
- o Provide background experiences (e.g., community field trips, museums, etc.)
- o Participation in school activities (e.g., volunteer, parent education meetings, advisory council, etc.)
- o Support school rules for atendance and discipline
- o Support teacher endeavors
- o Parent involved in personal educational development (supporting student by modeling)

PANEL E

STUDENT
COMMITMENT

ALTERNATIVE APPROACHES

- o Contract with student including one or more of the following elements:
  - Commitment to rules of attendance
  - Commitment to appropriate behavior
  - Commitment to specified quality and quantity of work
  - Consequences for breaking rules
  - Reward for success
  - Standard for success
  - Specific expectations
  - Specify services offered
- o Student and parent jointly agree to student's action plan
- o Structured reward system for student performance which may include post graduation assistance (scholarship, etc.)
- o Tripartite agreement of student, parent, and teacher for program participation, support, and assistance
- o Promissory statement signed by student

Contract

PANEL F

CONTROLLED
ADMISSIONS

ADMISSION REQUIREMENTS OPTIONS

- o Student commitment to a set of rules regarding:
  - attendance
  - quality and quantity of work
  - appropriate behavior
- o Student concurrence with consequences for breaking rules and expectations
- o Minimum reading/math achievement level required for independent study
- o Student has high expectation for success
- o Student willing to enter into performance/learning contracts
- o Student willing to participate in extra curricular activities
- o Student identified at-risk
- o Student's age

yes, but what about continuation from program

PANEL G

ADMINISTRATIVE ORGANIZATION
FLEXIBILITY/SUPPORT/PLANNING

ORGANIZATION - GENERAL

- o Match intervention(s) with student needs
- o Set quality standards for student outcomes
- o Coordinate intervention with other services
- o Establish unbiased and equitable system of discipline
- o Provide staff development to reduce student alienation and to provide for a more intimate school social environment
- o Avoid tracking and ability grouping of students except for specific skills

ALTERNATIVE PROGRAMS

- o Reduced student-teacher ratio
- o Make program accessible to students (e.g., provide transportation)
- o Integrade counseling with academic programs
- o Allocate appropriate staff services and other needed resources
- o Recruit staff who practice the extended role of teaching (i.e. educating the whole child)
- o Assign student to same teacher for multi-periods or full day
- o Match structure with student need

FLEXIBILITY

- o Allow for adjustable school hours and length of day
- o Provide credit for independent study

PANEL G

ADMINISTRATIVE ORGANIZATION
FLEXIBILITY/SUPPORT/PLANNING (Continued)

- Negotiate school program
- Allow credit for work experience programs
- Establish incrementally progressive academic performance standards which ultimately lead to students performing at grade or above
- Establish day/evening summer school, Saturday school, or other options to earn credit including adult education and post secondary schools
- Provide instructional modes matched with learning styles

SUPPORT

- Tutorial, ESL, special education, Chapter I, etc.
- Systematic coordination of available services
- Child care for teen mothers
- Additional counseling
- Peer counseling
- Crossage/peer tutoring
- Teacher aides and volunteer aides
- Supplies, materials, equipment, computers, etc.

PLANNING

- See Appendix A for some suggestions for developing intervention for at-risk students and a draft action plan
- Collaboration among teaching staff, counselors, administrators, parents, and community in planning activities
- Anticipatory and continued comprehensive planning

PANEL H

STAFF
COMMITMENT

GENERAL - BELIEFS, VALUES, AND PRACTICES
FOR TEACHING AT-RISK STUDENTS

- Belief that at-risk students can learn and what they do learn is important to them and society
- High expectations for students to achieve and act responsibly
- Responsive to intellectual and emotional needs
- Foster two-way communications with parents and show respect for their ideas with actions
- Support and encourage students in their endeavors
- Appreciate learning difficulties and provide assistance when needed
- Maintain challenging academic standards
- Belief in professional accountability
- Giving students personal attention on a continuing basis
- Assess student achievement fairly and be openminded about new student data
- Facilitate student activities that promote social bonding
- Monitor student progress and provide immediate feedback frequently
- Vary instructional strategies according to student needs

ALTERNATIVE PROGRAMS

- Belief in the extended role of teaching
- Belief in personalized instruction and heterogeneous ability grouping
- Collegiality in program operations and management through joint decision-making
- Facilitate communications with fellow teachers
- Involve students in instructional planning and decisions
- Control of admissions, dismissals, and scheduling
- Collective sharing among staff

PANEL I

CLASSROOM
INTERVENTIONS

ORGANIZATION/MANAGEMENT CONSIDERATIONS

- o Activities for social bonding through students helping students (peer counseling/tutoring study mate/group, cooperative learning)
- o Weekly student progress and attendance monitoring (e.g., performance chart - concrete evidence of accomplishment)
- o Student support systems
  - Reward structure for positive reinforcement program
  - A scheduled program for assisting students with class and homework assignments
  - Tutoring
  - Counseling
  - Organized study groups/cooperative learning
- o Achievement grouping only for specific skill instruction
- o High expectations for attendance, social behavior, and academic success
- o Positive learning climate/environment
- o Engaged on task 80-90% of allotted time
- o Student participation in setting rules and planning daily/weekly activities of work to be done

INSTRUCTIONAL CONSIDERATIONS

- o See Panel C - personalized student action--instructional interventions
- o Differentiated time allocations according to student performance/response rate
- o Varied instructional approaches which consider student's learning style (i.e., visual-auditory and/or verbal-graphic/manipulative)
- o Mastery learning
- o Personalized objective performance standards for quality and quantity of work
- o Success design assignments which are also challenging
- o Games with academic content (e.g., spelling/math relays, twenty questions, etc.)
- o Maintaining daily journals

PANEL J

ALTERNATIVE PROGRAM INTERVENTIONS

ORGANIZATION/MANAGEMENT CONSIDERATIONS

- Controlled admissions - See Panels F and H
- Organization elements - See Panels G and I
- Student support systems
  - Peer group assistance and study teams
  - Within class counseling including post graduation planning
  - Frequent student-teacher interactions (one-on-one)
  - Teacher aides providing homework assistance
  - Tutoring
- Positive social environment
- Options to accelerate graduation credit accrual for those with credit deficit
- Use of parent/community volunteers to assist students within and out of school
- Flexible rules and standards compatible with student's sense of fairness and justice (e.g., discipline perceived by students to be fair and just)
- Variable school hours
- Home-school communications
- Small class size to permit personalizing instruction

INSTRUCTIONAL CONSIDERATIONS

- Personalized action plan--instructional interventions See Panel C
- Classroom interventions--instructional considerations See Panel I
- Individualized instruction
- Experiential based learning (e.g., volunteering in day care center or nursing home, house remodeling, crossage tutoring, office assistant, etc.)
- Instructional techniques not commonly used in regular classrooms (e.g., computer assisted instruction, contract learning, cooperative learning) avoiding more of the same that was not successful
- Opportunity for participation in work experience program

PARTIAL LIST OF PROGRAM DESCRIPTIONS - See Appendix B

PANEL K

COMMUNITY INVOLVEMENT AND SUPPORT

SUPPORT OPPORTUNITIES

- Collaboration with agencies for
  - Promoting school programs
  - Motivational, guidance and counseling services
  - Community service career internships
  - Cooperative school-community projects (e.g., S.T.E.P. adopt-a-school partnerships)
  - Work experience/training programs
  - Jobs after graduation (e.g., Boston compact)
  - Experiential learning projects
  - Police/school liaisons
  - Concurrent enrollment inpost secondary institutions

INVOLVEMENT

- Provide opportunities for community study as part of curriculum
- Volunteer service (e.g., school aide, tutoring, organizing homework/study groups, etc.
- Participation in collaboratives with school staff-advisory councils, study groups, etc.
- Community-wide education projects
  - Improving attendance
  - Completing homework
  - Drug abuse projects
- Parent-school advocacy groups
  - PTA
  - Parents of potential and actual dropouts (e.g., model after San Diego's special education parent facilitators program)
- Parent education programs for helping at-risk students including parents of preschoolers

APPENDIX A

SUGGESTIONS FOR DEVELOPING INTERVENTIONS FOR AT-RISK STUDENTS

Diversity

Encourage a pilot program in a high school using the school-within-a-school concept and flextime for students and teachers who may need an alternative to the standard school schedule.

Expectations

A goal for all schools might be to establish the expectation and develop the belief among parents, teachers, and students that all students are minimally capable of performing at "grade level" for the grade appropriate for their age.

In schools which have not already done so, encourage staff to consider adopting a program for parents and teachers of raising expectations for student achievement. (Teacher Expectations for Student Achievement, TESA, is one such program.)

Flexibility

- To minimize the compounding of graduation credit deficits, consider repeating in the second semester of a school year the first semester of a sequential course and English courses required for graduation.

- Encourage all schools enrolling grade 9-12 students to have several options for students who have credit deficits to make up credits or accelerate credit accrual. Such options may include:

  a. independent study using ORACLE contracts
  b. extended day program
  c. High School Diploma Program (adult education)
  d. a second session in summer school

- Encourage pilot programs in high schools for students who cannot attend a full-time alternative program combining part-time in the regular program and the balance of the day in an independent study program maintained in an on-campus classroom modeled after the Opportunity School but using contract learning materials (ORACLE).

Improvement of Quality

- Continue to encourage all schools to consider an Effective Schools Assessment.

  Note: Several district schools have already taken this action and have developed a school improvement plan accordingly.

- Schools with the involvement of parents and staff should consider setting annual targets of reducing the percentages of students functioning below the 25th percentile on CTBS reading, math, or language.

- Consider establishing standards for percentage of allocated instructional time to be used for students to be engaged in educational tasks (e.g., If a class period for a subject is 50 minutes and the minimum standard for engaged time-on-task is 85%, then by observation it could be determined that students were engaged on task for 42.5 minutes or more.).

- Consider ways of eliminating tracking in student placement practices.

- Consider ways of ensuring heterogeneous assignment of students to classes.

- Consider ways of ensuring that all classes in basic subjects such as, reading, language, mathematics, science, social studies use the same course content as prescribed by the district's course of study.

Over-Age for Grade

- Consider a policy requiring that in grades K-8 no student shall be more than one year older than the expected age range for the grade.

- Consider a change in the Promotion/Retention policy that would not permit more than one retention in grade for any student in grades K-8.

Parents/Community

- Consider establishing, in neighborhoods where needed, support groups for students to obtain assistance with homework assignments and/or a place where students can work together to do homework.

- Consider establishing neighborhood support groups for parents where they can obtain information about helping their child with social problems or obtaining agency services.

- Consider volunteering as a tutor before or after school.

- Consider establishing a neighborhood parent club for the purpose of parent education and support system.

Preschoo/Kindergarten

Consider establishing an Early Admissions Kindergarten (EAK) program with a focus on problem solving and vocabulary development in all elementary schools where 25 per cent or more of the enrollment meets the criteria for "potential dropout" or the high school for the area has a dropout rate at. or above the district average.

Problem Solving

Create a school problem-solving team composed of students, where appropriate, parents, teachers, and administrator to deal with problems related to the effective delivery of educational services and effective student support systems (e.g., homework assistance, peer counselors, peer tutors).

Note: Such teams will likely need training in problem-solving skills e.g., defining problems, data gathering, identifying appropriate alternatives and resources, etc.

Summer School

Consider a policy whereby all students, in grades 1-6 who have been identified as "at-risk" and promoted to the next grade with or without further interventions required, could be permitted to participate in summer school regardless of summer school eligibility requirements or priorities.

Note: Attendance at summer school is strongly encouraged for "at-risk" students who meet summer school qualifications (see Promotion/ Retention Policy Implementation Guide K-12, page 7).

Support System

- Consider using categorical funds (e.g., S.I.P., V.E.E.P., Chapter 2, etc.) to establish special assistance programs to be conducted before or after school and/or Saturday to help students with their homework assignments or to strengthen basic skills. With the concurrence of the parent, required attendance for students who are identified as "at-risk" or who have serious deficiencies.

  Note: Some schools currently have such programs in place but attendance is voluntary even for "at-risk" students.

- Consider offering special session classes during intersessions or summer supplemental to existing summer school for Chapter 1 eligible students that would provide needed academic assistance.

- Consider school-wide themes centering on "We Care About Our Students" including banners and posters in classroom, counseling offices, auditorium, administration offices.

MORE SUGGESTIONS FOR DEVELOPING INTERVENTIONS

- Identify and implement programs which have been found effective in reducing tardies, absences, and truancies.

- Establish action committees composed of parents, students (where appropriate), and members of the community to design support mechanisms for students and teachers. (Examples might include "neighborhood clusters" where neighbors encourage students to get to school on time, not miss school, etc.; or parents and members of the community volunteer to aid teachers in the classroom or with other classroom tasks.)

- Design and implement a homework assistance lab, staffed by volunteers, open to students before and after school.

- Community members to take the lead in developing a belief system among parents and community that all children can success in school, that schools are good places to be, that teachers will be successful if they receive community and parent support, and that positive expectations for public education will produce positive results.

- Business community to establish on-the-job training programs in meaningful roles for young people who are potential dropouts.

- Business community to provide opportunities for career exploration.

- Encourage secondary schools to promote organizing homework study groups or "buddy" systems where students help each other with homework assignments.

- Encourage all schools to establish student study teams for planning support services and systems for potential dropouts or "at-risk" students.

A SUGGESTED ACTION PLAN TO: Improve the quality, flexibility, and diversity of educational service delivery and student academic support systems to better meet the needs of potential dropouts and to facilitate more success in school.

ACTION PLAN

ACTIONS	PERSON(S) RESPONSIBLE	TIMELINE/ SCHEDULE
<u>Improvement of Quality</u> 1. In all schools where either the 1985-86 CAP scores or CTBS scores for reading, language, or math are below the district average, conduct, as soon as practicable, an assessment of the seven effectiveness elements using effective schools instruments available from the San Diego County Office of Education (see Attachment A). 2. Using assessment of effectiveness data, develop a school improvement plan for those areas which the data indicate that improvement is needed. 3. All schools which have more than 10 percent of students at any grade level scoring below Q^1 on CTBS reading, language, or math during 1985-86 will provide staff development in the following areas: a. Teacher Expectations for Student Achievement (TESA) b. Reading interventions c. Language interventions d. Math interventions e. Techniques for increasing student time-on-task 4. Using pacing interventions for the basal reading series and other techniques as appropriate, establish one-year pilot programs in each of the grades 1-5 with a goal of accelerating reading progress for "below-grade" readers to functionally achieve "at-grade" level in reading.		

A-5

ACTION PLAN

ACTIONS	PERSON(S) RESPONSIBLE	TIMELINE/ SCHEDULE
5. Develop and implement a phased plan to: a. eliminate tracking in student placement practices b. heterogeneously assign students to classes c. provide for a system of academic support for students who need extra assistance with assigned work 6. Require all instruction in basic subjects, i.e., reading, language arts, mathematics, science, and social sciences, to follow the core curriculum as established in the district's course of study. NOTE: For reference see "Equity in Student Placement Pilot: A Comparative Study of Selected Curriculum Offerings" <u>Flexibility</u> 1. To promote academic success and to minimize the compounding of graduation-credit deficits, the "master schedule" for grades 9-12 should include for students who received a failing grade for the first semester of a course required for graduation (dash courses and English), a repeat offering of such required courses in the second semester. 2. To accelerate credit accrual for students with graduation credit deficits, each school enrolling students in grades 9-12 should offer at least one of the following options: a. independent study using ORACLE contracts b. extended day program c. High School Diploma Program (adult education) d. a second session summer school		

A-6

ACTION PLAN

ACTIONS	PERSON(S) RESPONSIBLE	TIMELINE/ SCHEDULE
3. Each high school should offer to students who have difficulty meeting the requirements of full time participation in the regular program or who require an alternative on-campus setting, the opportunity to be enrolled part time in the regular school program and the balance of their day in an independent study program maintained in an on campus classroom modeled aft er the Opportunity School program but using contract learning (ORACLE).		
Diversity		
1. Assess current systems of student academic support for those students who are functioning below grade level or who have less than a 2.0 GPA and design a systematic and coordinated approach to addressing their learning needs.		
NOTE: Currently, there are in the SDUSD a variety of configurations for student academic support systems designed to meet student learning needs providing support services for their academic tasks. These activities include; before and after school tutoring, crossage teaching, skill labs, peer counseling, and AVID type programs.		
2. Identify schools willing to participate in a school-within-a-school program in which the traditional program was offered as one dimension and the alternative program could focus on providing flextime for students and teachers in an extended day program perhaps offering other program alternatives as well.		

A-7

APPENDIX B

SAN DIEGO CITY SCHOOLS
DROPOUT PREVENTION
PROGRAMS/SERVICES

Program	Brief Description	Administrative Procedures	Ages or Grades Served
High School Diploma Program (HSDP)	An adult education program open to students between 16 years and 19 years 11 months who have been enrolled in a regular high school, continuation, or opportunity school just prior to enrollment in HSDP. The program provides an opportunity for students to complete course work for a regular district high school diploma (students complete the same course requirements as continuation high school students). It also provides an alternative education option for: • students reentering regular school after having been exempt, • students on full or partial exemption, and • students concurrently enrolled in the regular high school program who are making up academic deficiencies.	4260 4410 6185	Ages 16-19 yrs. 11 mo.
ORACLE (Operation Restart A Contracted Learning Experience)	A contract independent study program for school dropouts as well as regular continuation students. The program is comprehensive in subject matter, cross-grade level (7-12) and cross-ability levels of enrolled students. Students 14 and under must read at 6th grade level or better; those 15 and over at the 8th grade level or better. If student is over 18 years of age, he/she must have enrolled in a high school the semester before applying for ORACLE. Students may continue in program until one month before their 20th birthday; older students may continue their education at a community college Continuing Education Center (adult school).	4315	Grades 7-12

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Program	Brief Description	Administrative Procedures	Ages or Grades Served
ORACLE (cont.)	ORACLE allows students to study at their own pace and provides alternatives for students which allow them to achieve competencies in basic skills and serves as an alternative to expulsion.		
Job Counseling for Dropouts	A career counselor (with information received from district counselor, school counselor, and vice principal) assists students who are voluntarily leaving school before graduation in evaluating future plans in a termination interview. The California Department of Human Resources Development is available to help terminating students seek employment.	6146	Ages 18 or older

PROGRAMS/SERVICES FOR POTENTIAL DROPOUTS

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Pregnant Students	Policy on School Attendance. Pregnant students may: • Continue in present school when student's physical and/or emotional condition, the time remaining in semester or other educational factors suggest this is appropriate; • Transfer to an independent learning center; • Transfer to the High School Diploma Program (HSDP) if in grades 9-12 and between ages 16 and 19 years 11 months; • Transfer to special classes for pregnant students offered under the Pregnant Minor Program, as opportunity exists. • Transfer to home teacher program, in exceptional circumstances; or • Transfer to community college Continuing Education Centers (adult schools). Pregnant Minor Program. A program which offers pregnant students comprehensive academic study along with pre- and post-natal infant care instruction. Students may transfer to the program when appropriate and as class openings are available. Eligibility continues through pregnancy and delivery, if medically approved. Program offered at Garfield and Twain.	4255	Secondary

B-3

Programs/Services for Potential Dropouts

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students Who Are Mothers	School-Age Parenting Program. A program of comprehensive academic instruction and post-natal instruction to students who are mothers. The program has licensed nursery care at the school sites and is offered at Lincoln, San Diego, and Garfield.	4260	Secondary
Married Students	Policy on School Attendance. Married students may continue in their present school. If problems develop, students are usually counseled to transfer to an independent learning center, the High School Diploma Program or a community college adult school.	4255	Secondary
Truant Students	Policy on Truancy. Truant students are those who are absent without an excuse or are tardy more than 30 minutes on any one occasion. Any student recorded as truant more than three times is an habitual truant. District policy is to contact a parent or guardian of any student absent without valid excuse. On fourth and fifth truancy, principal informs parent or guardian that a record of truancy is kept and a referral to the nurse and/or district counselor may be made. If district counselor receives a referral the case is studied and data collected; student and parent or guardian are visited and consulted to remedy problem. Upon sixth truancy, principal refers student to district counselor for legal declaration of habitual truancy and referral is made to an appropriate youth-serving agency.	6150	Elementary/ Secondary

B-4

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Truant Students (continued)	Truancy, tardiness and absence from assigned school activities is not cause for suspension; alternatives to suspension are considered.		
	School Attendance Review Board (SARB). This board provides a coordinated community effort to meet special needs of students aged 6 to 16 who have persistent school attendance and/or behavioral problems. SARB is composed of representatives of the following organizations: o San Diego City Schools o San Diego County Probation Department o San Diego Police Department, Juvenile Division o San Diego Department of Public Welfare o San Diego County Mental Health Services o Parent Representation o Parent-Teacher Association (PTA) o Community-based organizations Principals and other administrators bring potential referrals to the attention of district counselors who investigate the circumstances and, when appropriate, coordinate referrals to SARB. Generally, SARB attempts to resolve attendance problems by making contracts with parents and students for student's transfer to another school, testing of basic skills, counseling and/or medical consultation. When circumstances warrant, the case is referred to the juvenile court or the city attorney.	6275	Elementary/ Secondary

B-5

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students with Adjustment or School Placement Problems	Students who have adjustment or school placement problems have various appropriate alternative placements available to them. These include:		
	Placement in Adjustment or Opportunity Schools. A student with adjustment problems may be placed in an adjustment or opportunity school. Such placements meet the educational and personal adjustment needs of students. Junior high schools and their guidance services representatives are responsible for these placements.	4430 4765	Secondary
	School-Initiated Placement. School-initiated placements are made to produce a beneficial change of the school environment of individual students. There are two alternative methods for making these changes. These are: o Placement of student in a school other than the student's school of residence when it is agreeable to school of residence, receiving school and parent or guardian; and o Placement when concerned parties cannot reach agreement on a proposed placement. The School-Initiated Placement Council makes the placement decision in such cases.	4605	
	Parent-Initiated Transfers. Parents may request student attendance at a school other than at the student's school of residence. These requests may be made for various reasons, including:	6127	

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students with Adjustment or School Placement Problems (continued)	Personal and Social Adjustment. Appropriate alternative placement may be made taking into consideration the best interests of the student and school district, and the racial/ethnic balance of the schools involved. Adjustment cases must be verified and documented. Special attendance permit required.	6127	
	Specialized Courses or Training. The availability of a specialized course or training in school of desired attendance, which is not available in school of residence, may be sufficient for a change in student's school placement. The primary criterion for such transfers is improvement of racial/ethnic balance at both schools involved.		Secondary
	Participation in Interscholastic Sport not Offered at School of Residence. Students may be granted a special attendance permit to attend closest school where a sport is offered if the same sport is not offered within the allied school pattern, and student's attendance will improve the racial/ethnic balance of both schools.		Secondary
	Enrollment in Muir Alternative School. The program at Muir provides students a choice of learning opportunities compatible with their interests, goals, and learning styles which are not otherwise available in the district's educational program. Previous classroom performance is not a criterion for enrollment. Program is an integral part of public school system; course of study, promotion and graduation requirements of the conventional program also apply at Muir.	4261	Elementary/ Secondary

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students with Adjustment or School Placement Problems (continued)	Independent Learning Center Program. A continuation school program in which placement is based on educational and personal adjustment needs of students, and is usually made through a school-initiated placement. The program is centered at Garfield and Twain, with Twain having four satellite locations.	4260 4430	Secondary
	Enrollment of Minors in Community College Continuing Education Center Classes. A program which allows students up to age 19 years 11 months who are not high school graduates to enroll in community college classes if the district does not offer a suitable course at a time and location convenient to the students. Every effort is made to enroll students in the district's High School Diploma Program rather than in community college classes. Eligibility for district students' attendance in summer classes offered by the community college is the same as that for summer school classes offered by the district.	4405	Secondary
	Contract Independent Study. A program offering an additional option for students to earn credits during the regular school year. Independent study offers: o Alternatives and individual guidance to students who experience difficulty in adapting to the regular curriculum; o Opportunities to pass qualifying tests or earn licenses for employment; or o Alternatives which allow students having special medical and other handicapping problems to meet normal education requirements.	4315	Secondary

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students with Adjustment or School Placement Problems (continued)	California High School Proficiency Examination (CHSPE). A State Department of Educaiton program under which persons who are 16 years of age or older, or who have been enrolled in 10th grade for one academic year or longer, or who will complete grade 10 at end of the semester during which the next regular examination will be given, may have their proficiency in basic subject matter verified by examination. If proficient on this examination they will be awarded a Certificate of Proficiency by the State Board of Education. This certificate is legally equivalent to a high school diploma and permits enrollment in California community colleges the same as persons who receive a high school diploma. Persons 16 or 17 years of age awarded this certificate may be exempt from compulsory education with parental approval.	4790	Secondary
Students in Need of Counseling Services	District Counselor Program. A district counselor acts as liaison between school, home, central offices, and community agencies; provides individual and/or group counseling services for students who have problems which interfere with their maximum use of school programs. Common categories of need are attendance, growing up, learning, personality and behavior problems, and problems arising from unsatisfactory home conditions. District counselors review records, study educational problems and recommend action which may include: o Acceleration; o Assessment for special education placement; o Classroom reassignment; o Retention in grade; o School transfer; and/or o School support services (e.g., tutorial assistance, labs)	4620	Elementary/ Secondary

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students in Need of Counseling Services (continued)	District Counselor Program (continued) o Work closely with families to remediate severe home and/or social adjustment problems which interfere with student educational progress. Referrals may be made to appropriate social agencies (families whose children suffer from severe economic or emotional problems); recreational and group agencies (students needing special social experiencies and help); child protection services and other appropriate agencies (cases of child neglect or abuse). o Study and plan for students with serious attendance problems.		
	Nondistrict Instructional Programs/Services. Programs and services of community agencies can be valuable assistance to the instructional program. Such programs can be instructional programs, tutoring service, counseling and guidance services, activities related to integration (e.g., human relations) and other educational programs.	4053 6278	Elementary/ Secondary
Students Seeking Employment/ Career Development Experience	Work Permits. Students from 12 to 18 years of age who have secured a specific offer of employment can obtain a work permit from career counselor or Career Development Unit. Permits are subject to certain limitations of age and type of employment.	6436	Secondary
	Work Experience Education. Eligible secondary school students who are seeking work may be enrolled in work experience education. The three types of work experience education are:	4126	Secondary

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students Seeking Employment/Career Development (continued)	• Work Experience Education (continued) • General. Supervised part-time paid employment which assists students in acquiring desirable work habits and attitudes in real jobs; employment need not be related to occupational goals. • Exploratory. Career guidance which includes opportunity for a student to observe and systematically sample a variety of work conditions to ascertain their suitability for occupation being explored. There is no intent to teach production skills and there is no pay. • Vocational. An extension of vocational learning opportunities through part-time paid employment in the occupation for which a student is preparing.		
	Career and Vocational Education Program. A program based on the California State Plan for Vocational Education. Areas of instruction include agricultural, distributive, office, consumer/family studies, health occupations, technical, and trade and industrial education.	4125	Secondary
	San Diego County Regional Occupational Program (ROP). A program offering vocational training courses which prepare students for entry-level employment or offer the opportunity to upgrade occupational skills. ROP courses may serve enrolled high school students, out-of-school youth and adults.	4125	Secondary

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students Seeking Employment/Career Development Experience (continued)	Enrollment of High School Students in Community College Vocational Classes. Eligible 11th and 12th grade students who wish to seek employment immediately after graduation may enroll in specific vocational classes in the San Diego Community College District before graduation and receive high school or college credit for such courses.	4328	Secondary
	Summer Training and Education Program (STEP). STEP is a special program for economically disadvantaged 14 and 15 year olds who are one to four grade levels below average in reading and/or math. Students are offered individualized remedial education in reading and math, computer-assisted instruction, and life skills and opportunities instruction. Approximately 250 students will attend classes in the morning at summer school sites closest to their homes and work at jobs in the afternoon. An additional 250 students will not be attending classes but will be working. The school-work group is called the treatment group, and the work-only group is called the control group. It is estimated that 100 students who were participating in the STEP treatment group during summer, 1985, will return for a second summer in 1986. An additional 150 fourteen and fifteen year olds will be recruited for the treatment group for summer 1986, along with an additional 150 for the control group. Classes will run June 23 through August 8, 1986. Funding is provided through the Regional Employment and Training Consortium (RETC) made possible by a Ford Foundation grant administered through Public/Private Ventures in Philadelphia.	N/A: Special Program	Secondary

Programs/Services for Potential Dropouts

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students in Need of Basic Skills Improvement	Standards of Proficiency/Competeny. Students must achieve certain competencies before being awarded a high school diploma. These are demonstrated proficiency in reading comprehension, writing, and computational skills. Individual progress is assessed at least twice a year in grades 4-6, and, for students who fail to meet minimum competencies in those grades, in grades 8-12. Achievement of proficiency in basic skills indicates only that a student has attained minimum prescribed skills necessary for survival in our society. A conference is held for students who do not meet minimum competencies both at the elementary and secondary levels. The student, parent/guardian and a certificated employee familiar with the student's progress are included in the conference. The degree of deficiency(ies) should be revieved and a recorded plan for student improvement should be developed. School personnel are responsible for continuing communication with parent/guardian and student until competencies are achieved.	4785	Elementary/ Secondary
	Promotion/Retention Policy. School district policy is to promote students on the basis of academic achievement and maturity level. The overriding concern in the decision to promote or to retain a student is what is most beneficial to the individual student. The policy is designed to help students achieve academic skills through early identification of students at risk of retention, early notification of parents and then development of a systematic plan for timely and effective intervention. The policy is based on districtwide criteria and defines "at risk" students as those being one or more years below grade level in	4755, 4760 4765, as modified by board's adoption of promotion/ retention policy, May 21, 1985	Elementary/ Secondary

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Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students in Need of Basic Skills Improvement (continued)	Promotion/Retention Policy (continued)		
	reading readiness and progress for grades K-1, one or more years below grade level in reading for grades 2-3, two years below grade level in reading for grades 4-6, having failing grades in a designated number of courses for grades 7-8, and having fewer than specified numbers of credits at semester reporting periods for senior high school reports. Intervention plans are developed for students at risk to remediate skills and improve academic achievement. Teacher judgment, student maturity, and achievement age will be taken into consideration for promotion or retention, with the principal as the final authority.		
	Compensatory Education Programs. These district-federal- and state-funded programs to provide comprehensive instructional and supportive services to raise the achievement of educationally disadvantaged students, particularly in reading, language, and math. Programs include:	4243	Elementary
	o ECIA Chapter I o ECIA Chapter II o EIA-State Compensatory Education o EIA-Limited English Proficient o Follow Through o School Improvement Program o Miller-Unruh Reading Program		

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students in Need of Basic Skills Improvement (continued)	Achievement Goals Program (AGP). This instructional program is designed to improve basic skills in reading, mathematics, and English language at identified minority tified minority schools and other predominantly minority schools. AGP is an integral part of the regular program, including bilingual education and special education. Its goal is to improve student test scores in reading, mathematics, and English language to result in 50% of the students achieving at or above the national norms on standardized tests by 1986.	NA: Court mandate	Elementary/ Secondary
	Early Childhood Education.. An educational program designed to restructure primary education for students in kindergarten through grade 3 with emphases on language development, reading, mathematics, multicultural education, bilingual-bicultural education and health and auxiliary services.	4266	Elementary
	Summer School/Intersession/Extended Year Programs Elementary school students with the greatest identified achievement need who are attending schools on either the traditional or year-round calendar have the opportunity for six weeks of additional instruction in the basic skill areas of reading, language, and math, as well as, fine arts. Secondary school students who need a course to earn a high school diploma or to fulfill a competency requirement or take a summer course to make room in their programs for an elective course have an opportunity to do so. Students who are or will be enrolled in magnet programs and who have need of bridging curriculum and/or are ready for acceleration in progress toward curriculum requirements are eligible to enroll in Magnet Training Camp. Handicapped students have the opportunity to continue the school year for six or nine weeks. Also, the ROP program provides additional opportunities for junior and senior high school students to take vocational classes.	NA: Board adopted program Feb. 11/86	Elementary/ Secondary

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Students in Need of Motivation for Academic Achievement	Advancement Via Individual Determination (AVID). A college preparatory program for minority and low income students in grades 9-12 who have academic and/or motivational weaknesses which often lead to dropout or at least preclude entry into postsecondary education. This program is operated by Clairemont High School in cooperation with local colleges and universities. Students and their parents elect to participate in this program. Upon entering the program, students are assessed in all academic areas and placed in individual programs of reading, writing, mathematics, and science. At the same time, they enroll in advanced level college preparatory classes to fulfill the requirements for entry to the University of California. Trained college students and exemplary high school peer tutors work with students individually and in small groups. College instructors teach mini-lessons to provide a realistic introduction to college work. Seminars are offered in note taking, study skills, test taking, time management, SAT and college entrance exam preparation, textbook reading and marking skills, and library research skills. Home contact is maintained through quarterly letters, regular telephone contact and an annual meeting of all parents and students in the program. AVID graduated 158 students between 1980 and 1985, 156 of whom entered college.	N/A: School site developed program.	Secondary

Programs/Services for Potential Dropouts

Student Circumstance	Support Program/Service	Administrative Procedures	Focus (Elementary or Secondary)
Handicapped Students	Special Education Program. Individuals who are any age through 21 years and have exceptional needs are actively and systematically sought out for services. Students are referred for special educational instruction and services only after resources of the regular educational program have been considered and, when appropriate, used. Individuals are assessed as to aptitude, achievement and educational needs, as well as, areas relating to suspected disability. An Individualized Educational Plan (IEP) is developed for every person with exceptional needs. The IEP includes goals and objectives for student performance, a specification of educational services, instructional setting and an evaluation of the achievement of objectives, among other requirements.	4230	Pre-Elementary/ Elementary/ Secondary
Limited-English Proficient Students	Second Language Program. A program of instruction in two languages for limited-English proficient students whose home language is other than English. The program is designed to assist these students in becoming fluent-English speakers. Principals are responsible for implementation and monitoring of site bilingual education programs.	4250	Elementary/ Secondary

B-17

GWK:ak

EDUCATIONAL CLINIC

A New DIRECTION For School Dropouts

Q. What is the Educational Clinic?

A. The Educational Clinic is designed to motivate school dropouts by providing the help they need to succeed. The Educational Clinic gives young adults another chance of finishing high school, another chance at employment training, and another chance to give their lives direction.

Q. Who is eligible?

A. Students 13-19 years old who have dropped out of school are eligible for the Clinic program.

Q. What happens while a student is at the Clinic?

A. The Clinic staff will evaluate each participant to determine what the student needs to succeed. The student might receive basic skills tutoring in order to re-enter a regular junior or senior high school diploma program, learn how to apply for a job, or be given the extra help needed to qualify for job training.

Q. Where will the Educational Clinic be located?

A. San Diego City Schools will open two clinics on March 3, one in the downtown San Diego area, the other in Southeast San Diego. More specific information will be available from the Adult Education Office at 293-8109.

Q. Are classes held every day at the Clinic?

A. The clinics are open each weekday from 9 a.m. to 8 p.m. Programs at the clinics are designed to give individual help to each student, so program hours are flexible. Certificated employees will assess each student's needs and design a program to help that student identify goals--and meet them.

Q. How long is the Educational Clinic program?

A. Students may be in the program for 3 or 6 hours a day for a maximum of 75 days.

Q. What can the Educational Clinic do for dropouts?

A. Students have choices. They can receive the help they need to:

- enter a program preparing them to complete their high school diploma or equivalency certificate requirements;
- enter a vocational or career training program;
- re-enroll in a regular public school program; or
- enter the military or other service program.

Educational Clinic Locations:

Bandini Center
3550 Logan Ave., B-2
Weekdays 1-4 p.m.
233-5843

Centre City Center
1400 Park Blvd., Room 101
Weekdays 9-noon, 1-4 p.m., 5-8 p.m.
232-1923

SAN DIEGO CITY SCHOOLS
EDUCATIONAL CLINIC

A. Describe the type of program proposed, how it differs from existing programs available to target population, and reasons for believing the program will improve student performance.

The SDUSD currently has some dropout prevention programs which are designed as alternatives to the regular school program and only one recovery program. However, none of these programs provides for the needs of dropouts who are in the 13-15 age group and have poor basic skills. The proposed clinics will address the needs of dropouts in San Diego by providing a unique approach to education at an accessible, non-school non-stressful mature environment. Enrollment requirements will allow any 13-19 year old dropout, regardless of reading level, to receive personal instruction and counseling. Thorough assessments by psychologists and counselors will include researching the student's academic record--standardized testing results, basic skills competencies and proficiencies completed, Career Planning Inventory--and a personal interview to evaluate the client as a total person. Student records, made available by SDUSD, will be used in conjunction with other assessment outcomes to design an individual study plan for each student according to his/her academic, vocational and counseling needs. This client-centered program will be designed to ensure successful completion of instructional tasks by each youngster. Emphasis will be placed on caring and attention through a strong student-centered support system in both instruction of basic skills and in guidance and counseling. The low student/staff ratio, along with the use of computers in instruction, will facilitate personalized plans to meet individual needs and goals. The Basic Education Department, Special Education Department and Computer Education Unit of SDUSD have offered their district-developed materials designed for unusual educational needs. Teachers in the clinic will be provided time to individualize these materials to meet the particular client needs. Additional software will be purchased, after selections are previewed at the Region 15 Teacher Education and Computer (TEC) Center. No other programs in the San Diego region have the resources to provide the background of records and materials, coupled with flexibility in personal instruction, high level of experienced, quality staff with with concern and involvement, community contacts to build an Advisory Board and Mentorship Program, and the accessibility of location with provided transportation. These unique program elements are crucial to a successful dropout clinic program.

B. Describe qualifications of proposed staff as qualifications relate to the education of the target population.

Dynamic motivated staff members who are well-qualified in teaching basic educational skills will be selected.

To provide English language instruction for the limited English proficient student, bilingual staff will also be chosen.

A team composed of a qualified certificated teacher and four aides will provide instruction to each of the eight classes. The teacher assistants, aspiring educators currently attending a local university, will be chosen to be the specialist in his/her particular subject area in order to meet the academic needs of the clients. One member of each team will be cross-trained as a guidance aide and will be supervised by a part-time counselor.

Two part-time administrators, one per clinic, will provide administrative services, as required.

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PROGRAM DETAILS

A. Describe in detail a typical school week in terms of time of day, hours, size of class, subjects to be taught, motivational techniques, expected outcomes, etc.

Both of the clinics will offer the same program and schedule of instructional sessions. At each site there will be three sessions of three hours each, five days a week: one morning session, 9 a.m.-12 p.m.; two afternoon sessions, 1 p.m.-4 p.m.; and one evening session 6 p.m.-9 p.m. (the schedule of sessions may be adjusted according to needs of clients). Clients will be enrolled for at least one three-hour session daily. Enrollment will be limited to twenty clients per instructional team, and each site will be limited to eighty enrollees. It is expected that clinics will be operational by mid-February, enrolling clients on a first-come, first-served basis. Individual educational plans (IEP) will be prescribed through an assessment and diagnosis of each client's learning needs. IEPs will include client goals, timelines, and learning objectives with acceptable performance standards specified. Instruction will be individually prescribed and individually paced. Individual learning contracts will be designed weekly for each client, specifying objectives of work to be accomplished and acceptable standards for performance. Clients will be divided into groups according to age and instructional level. The schedule for each instructional day will be organized by the team leader, using short periods of individual or small group instruction followed by directed practice, and will vary according to the learning needs of the clients. Subjects taught will be in accordance with the IEP of the client and will include basic academic skills (mathematics, language, reading and composition, science, history, literature, and political science or civics) and study skills. It is anticipated that clients ages 13-15 will have an instructional program designed to motivate and prepare them for re-entry into a conventional school-based program, while older clients will more likely have goals for obtaining a high school equivalency certificate and/or employment or entry into the military. Older clients will also be given instruction in the submission of job applications, interview techniques, job expectations of attendance and production, and other employment oriented requirements. Client progress with daily assignments will be closely monitored. Appropriate assistance (mainly from aides who are subject area specialists) will be available, ensuring successful accomplishment. Completion of assignments will be evaluated immediately with positive reinforcement. Motivation, by and large, will develop from the success with instructional tasks and completion of contracts, with encouragement through a strong client-support system provided by members of the team and by clients helping each other. Other motivational techniques and strategies will include tangible rewards, verbal praise, and certificates for completion of tasks. Computers will be used to motivate clients to complete learning tasks as well as to individualize instruction. Continuing guidance and counseling efforts will be directed toward motivating clients and providing assistance for any of their individual social, personal, or academic problems. At the end of their clinic involvement, seventy-five percent of those who complete the program will either obtain a high school equivalency certificate, enter a vocational or post-secondary program, re-enter the public school system, or enter a service/military program. The clinic will offer a strongly coordinated association with the appropriate public schools, community colleges, businesses, and military agencies and authorities to achieve client placements under the terms of the client's IEP.

A brief exit assessment will be conducted to determine overall development of the student and for local evaluation of the clinic program. The clinic program will meet the needs of its clients by providing the instruction and the personal concern and attention required by each student.

SAN DIEGO CITY SCHOOLS
Research Department

SB65 SCHOOL BASE
PUPIL MOTIVATION AND MAINTENANCE PROGRAM
AND
ALTERNATIVE EDUCATION AND WORK CENTERS
SUMMARY POINTS

Purpose

Motivation and Maintenance Program

- To improve ability of schools to keep pupils in school
- To reduce pupil absenteeism, truancy, tardiness, and school dropout rates

Alternative Education and Work Centers

- To teach basic academic skills
- To improve student motivation for achievement
- To aid pupils in obtaining employment or return to the regular high school

Description

Motivation and Maintenance Programs

- Operates in four school complex - 1 high school, 1 feeder junior high, 2 feeder elementary schools
- Each school (in cluster) has an outreach consultant
  - resource facilitator
  - alternative education programs and school options
  - community agencies
  - employment
  - interpersonal skill development
  - supervising, instructing, advising pupils
  - complex may request waivers on use of state categorical funds

Alternative Education and Work Center

- o Available only to district with a school-based motivation and maintenance program
- o For school dropouts
- o Operates on a clinic, client-centered basis
- o At a continuation high school or adult school
- o Combines classroom instruction with on-the-job training

Eligibility

Threshold Criteria

- o High school
  - attrition rate of 38% or higher
  - 1983-84 CAP scores at 70th percentile rank or lower
  - minimum of two categorical programs of at least $50,000 in 1984-85
- o Junior High or Middle School
  - feed into high school with at least 38% attrition rate
  - 83-84 CAP scores 65th percentile or lower
  - minimum of the categorical programs of at least $75,000 in 1984-85
- o Elementary School
  - feed into junior high or middle school that in turn feeds into high school with 38% attrition rate
  - CAP scores for 83-84 at 50th percentile or lower
  - Minimum of two categorical programs of at least $100,000
- o Points
  - Minimum of 100 points of possible 135 for complex
- o School site council established at each participating school.

Funding Guidelines

- State divided into regions
    - o SDUSD in Region VI, sub-region D (Orange and San Diego counties) 24 schools which is 6 complexes.
- $40,000 per school for outreach consultant
- Planning grants
    - o $6,000 for each high school and junior high
    - o $4,000 for each elementary school
- Points
    - o Attrition rate 1-5 points (high school only)
    - o CAP scores - possible 90 points
        - in mathematics, reading, language in grades 3,6,8, and 12
        - 1-5 points for school percentile rank in each grade and each of the 3 subjects.
    - o Categorical and apportionment programs
        - possible total of 5 points per school
        - points for number of programs up to 5
    - o Categorical and discretionary funds
        - possible 5 points per school
        - maximum 5 points for $200,000 or more of funding per school.

JHR:jd

CALIFORNIA
STATE DEPARTMENT OF EDUCATION

Dropout Prevention

MODEL PROGRAMS

1985-86

INTRODUCTION

The High Risk Youth Liaison and Field Services Unit of the California State Department of Education has developed the following list of programs which address the ability of schools to hold youth in, or return youth to, educational and/or employment settings. Recent studies reinforce previously accepted but often inadequately emphasized conditions for student success in schools: A "caring" attitude toward students among those adults involved with youth, and the realization of students as to their own self worth and potential. Consequently, many of the programs listed below emphasize those conditions in addition to basic skills, employability skills, school/business partnership, attendance, etc. Recognizing that employment preparation is a relevant, effective tool to be used in holding students in schools, many of the programs are related to preparing for, and securing jobs. The target population includes preschool youth to youth age 19, either of minority heritage and/or economically, physically or educationally disadvantaged who have dropped out of school or present a high risk of dropping out of school.

The Department has developed the list from such primary sources as 1985 Model "School to Work" Programs for High Risk Youth, State Department of Education; Directory of Exemplary Vocational Education Programs and Materials for Special Population Students, Chancellor's Office, California Community Colleges; Title IV-C Exemplary Projects; National Diffusion Network and the Dissemination Network for Adult Educators. A final screening process involved the State Department of Education Holding Power Group comprised of elementary and secondary school teachers, counselors and administrators from throughout the State.

FUNDS AND SERVICES AVAILABLE

Dissemination funds to cover visitations, consultant services, materials, etc. for programs which serve verified Job Training Partnership Act eligible youth are available through the California State Department of Education Vocational and Occupational Information Center for Educators. "JTPA eligible" refers to youth ages 14 to 21 with barriers to employment and/or are economically disadvantaged. VOICE links local agencies with the desired model programs and arranges for use of dissemination funds. It also provides a comprehensive source of free reference materials to programs which serve youth who have not been designated JTPA eligible. In addition to the services of VOICE, the State Department of Education provides the technical assistance of High Risk Youth Liaison and Field Service consultants in the selection of programs and strategies to decrease the dropout rate and increase the holding power of schools.

HIGH RISK YOUTH LIAISON AND
FIELD SERVICES UNIT
State Department of Education
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
(916) 324-3637

VOICE
State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 445-0404

Other sources of dissemination funds and/or services include the National Dissemination Network (NDN) and the Dissemination Network for Adult Educators (DNAE). Programs which are associated with NDN and DNAE will be so indicated.

The grid shown below identifies the programs in relation to their areas of focus. Additional information concerning each program follows the grid. (Programs are listed in alphabetical order).

	Population Served			Areas of Focus										
	Pre-School Elementary Aged Youth	Secondary School-Aged Youth	Out-of-School Youth Recovery	Basic Academic Skills	Community Outreach	Employability Skills	Guidance and Counseling (Emphasizing Student Self-Worth/Careers)	Job Development/Placement	Parenting/Family Involvement	School/Business Partnerships	Staff Development (Emphasizing Tchr/Pupil Relationships)	Student Study Teams	Student Assessment
1. Alternative Academic Skill Building		x	x	x		x	x						
2. Alternative and Continuing Education		x	x	x		x	x				x		x
3. Alternative to Suspension		x				x	x	x					
4. APL Corp		x		x		x	x	x					x
5. Apollo Program		x		x			x						
6. Basic Skills Modules		x		x							x		
7. Be ABLEarly	x	x		x			x		x				x
8. CAI-SMIEC		x	x	x			x						x
9. Career Assessment/ Placement		x			x	x	x	x					x
10. Career Development/ Independent Study		x	x			x	x						
11. Career Links for High Risk Youth		x	x	x		x	x	x		x			x
12. CHOICE	x					x	x			x			
13. Diversified Educational Experiences Program		x		x	x						x		x
14. Early Prevention of School Failure	x			x					x				x
15. Early Success in School	x			x			x						
16. Exploratory Work Experience		x				x		x		x			
17. Focus Dissemination Project		x	x				x						x
18. Fourth Year Diploma		x		x			x						x
19. HOLD		x					x		x				x
20. Improving Vocational Guidance for LES.NES Youth	x	x	x	x		x	x	x					x

	Population Served			Areas of Focus									
	Pre-School Elementary Aged Youth	Secondary School-Aged Youth	Out of School Youth Recovery	Basic Academic Skills	Community Outreach	Employability Skills (Emphasizing Careers)	Guidance and Counseling	Job Development/Placement	Parenting/Family Involvement	School/Business Partnerships	Staff Development (Emphasizing Teacher/Pupil Relationships	Student Study Teams	Student Assessment
21. INTERCEPT		x						x		x			
22. Native American Program		x		x			x		x				x
23. OASIS	x	x		x			x				x		
24. Operation Success		x	x		x		x	x	x		x		x
25. Parenting and Infant Development	x	x	x	x		x			x				x
26. Peninsula Academies		x		x		x		x		x	x		x
27. Positive Alternative Student Suspensions		x	x		x	x		x	x				x
28. Project FREE	x						x		x			x	x
29. Project Intervention		x				x	x						x
30. Project TIED		x	x	x	x	x	x	x	x				x
31. School Retention Joint Ventures		x		x		x	x	x		x			x
32. School to Open Possibilities		x	x	x		x							x
33. Senior/Youth Partnership	x	x			x	x	x	x		x			x
34. Slice of Life		x				x	x	x					x
35. TESA	x	x					x				x	x	x
36. Total Career Assessment Program		x		x		x	x		x		x		x
37. Tri-Selpas Job Program		x				x	x	x				x	x
38. Vocational Education Approach to ESL		x	x			x		x					x
39. Watts Adult Basic Education Outreach		x	x	x			x						x
40. Work Ability		x			x	x	x	x		x		x	x

A. CALIFORNIA HIGH RISK YOUTH MODEL PROGRAMS

Grades K-12

1. Alternative Academic Skill-Building Program

In existence since 1973, the Oakland Street Academy is an alternative storefront school for students who have left the public school system for various reasons without earning a high school diploma. It incorporates personalized guidance and teaching, using community-oriented teachers. The hours are from 9 a.m. to noon, and 130 students attend Emphasis is on Job Skills and Attitudes and/or college preparation. Students can attend staff meetings and share in the decision making. Entering students' competencies are evaluated, and progress is rated on that basis with students moving at their own speed. The program was designated a Noteworthy Practice by the State Department of Education.

CONTACT: Pat Williams, Principal
Oakland Street Academy
1449 Miller Street
Oakland, CA 94601
(415) 532-7556

2. Alternative and Continuing Education Program

The Alternative and Continuing Education Program offers various programs for students to complete their high school diploma at their own individual pace in a manner which is consistent with their life roles. Students who are employed can complete their high school diploma through independent study contracts. Students who are 16-18 years old who are unable to adjust to the comprehensive high school setting may enroll in the Continuation High School. For 14-16 year old youths, Opportunity Classes are available to prevent high risk youth from dropping out of school.

The program also addresses young adults who have a need to learn English, and improve basic literacy skills. These young people are potential dropouts. Each program has its own counseling component to help direct students in an educational mode that best fits their needs. Classes are strategically located throughout the communities served by the district, and class schedules run from early morning to late evening to accommodate special needs. Close cooperation with ROP and JTPA strengthens program offerings and student opportunities to combine classroom work with valuable vocational training.

CONTACT: Jean Klinghoffer, Coordinator
Alternative and Continuing Education
Fullerton Union High School District
780 Beechwood Avenue
Fullerton, CA 92635
(714) 879-5930

3. Alternative to Suspension

Students who are faced with suspension from school are given the alternative to work at maintenance jobs at the school on Saturday morning, washing windows, sweeping, and cleaning. The group varies from one to six students, and informal counseling during the morning gives students a break from work. While in the program students are placed in a separate classroom and are exposed to independent study techniques to improve their education. This program has been in operation since 1978 when it was designated a Noteworthy Practice by the State Department of Education.

CONTACT: Shereene D. Wilkerson
Willis Jepson Junior High
580 Elder Street
Vacaville, CA 95688
(707) 446-6829

4. APL CORPS

Program utilizes commercial materials developed by the University of Texas for functionally illiterate adults and adapted for high school-aged youth. Individualized and independent study techniques are utilized to improve academic and pre-employment skills. A significant number of students earn diplomas and/or job placements, admission to other schools, and Armed Services, etc. The program emphasizes immediate award for accomplishments as an important step in improving student self-esteem.

CONTACT: Mrs. Ginie Mains
Somerset High School
9242 E. Laurel Street
Bellflower, CA 90706
(213) 920-9748

5. Apollo Program

The Apollo Program is designed as a school-within-a-school for unmotivated and problem students who might otherwise not receive an education. It is characterized by a relaxed environment, a minimum of teacher authority, and individual attention. Students follow the regular class periods with lecture, discussion, and group study and projects. Students decide how many units they will complete. The program was designated a Noteworthy Practice by the State Department of Education.

CONTACT: Stan O'Hara
North High School
300 Galaxy Avenue
Bakersfield, CA 93308
(805) 399-3351

6. Basic Skills Modules

To assist vocational students in raising their reading, writing, and study skills to levels required by college programs, instructors at Los Angeles Trade-Technical College have developed 39 self-paced basic skills modules. The modules address six specific skill areas: study skills, test taking, reading, writing, spelling, and vocabulary. In the VEA basic skills program basic skills program at Los Angeles Trade-Technical College, these materials are used by instructors and instructional assistants to tutor individual students in the Learning Resources Center. Specific modules are prescribed for each student based on diagnostic tests. Materials are adaptable to high school aged youth who read at approximately the 5th grade reading level.

CONTACT: Dorothy Smith
VEA Instructor
Los Angeles Trade-Technical College
400 West Washington Boulevard
Los Angeles, CA 90015
(213) 746-0800 Ext. 563

7. Be ABLEarly (ESL Plus Parenting)

Program decreases attrition and builds a bond with the community for the newcomer adult and his/her family. It is a breakthrough for holding the students at those difficult "plateau" points when students tend to dropout. The program was selected as one of the Exemplary Programs for Adults by the Dissemination Network for Adult Educators, Fall 1984, and is easily adapted for younger students.

CONTACT: Jane Zinner, Director
Dissemination Network for Adult Educators
1575 Old Bayshore Highway
Burlingame, CA 94010
(415) 692-2956 or (800) 672-3494

8. C.A.I. (Computer Assisted Instruction) SMIEC

The Sacramento Metropolitan Industry Education Council program provides instruction (CAI), individual development, pre-employment/job preparation and career guidance and counseling for school-dropouts, and high risk youth who have difficulty functioning in the traditional classroom environment. CAI is provided by Control Data Corporation's "PLATO" main frame system which allows individuals to operate at their own pace with immediate supportive feed-back. Curriculum is provided in Basic Skills, GED preparation, Learning Disabled Curriculum, Career Exploration, Job Search and specific CAI training for many career fields.

Workshops include the "Keys to Excellence for Youth", video tapes, covering attitude, habits, self-esteem, communications, goal setting and decision-making skills. Pre-employment/job preparation training, individual and group career and job counseling is accomplished with active interactions of youth, employers, and staff.

CONTACT: Pat Dietler
Sacramento Metropolitan
Industry Education Council
2115 J Street, Suite 162
Sacramento, CA 95816
(916) 441-1100

9. Career Assessment and Placement Center

Although the target population of the project involves handicapped youth, its concepts are applicable to other categories of the disadvantaged. It offers information concerning processes and materials used in coordinating special education, vocational education and rehabilitation services. Work experience and job placement are major emphases of the program. Individualized plans for each student are developed after detailed assessments have been made.

CONTACT: Mr. Dan Hulbert
Whittier Union High School District
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-8121

10. Career Development for Independent Study

Career Development for Independent Study is a complete semester course consisting of eleven self-contained student packets, with Instructor Notes, dealing with assessment, values, interest, and aptitudes. The curriculum explores a number of careers based on students' assessment data and assists the students in learning job seeking skills, in developing decision making skills, and in planning and implementing their next steps.

This curriculum was developed to help fill the gap in career education materials for use in independent study. Its purpose is to improve the opportunity for youth, expecially disadvantaged youth, to have access to quality curriculum in independent study.

CONTACT: Roberta Bender
Santa Clara County Office of Education
C/VEG Publications
100 Skyport Drive, MC 236
San Jose, CA 95115
(408) 947-6756

11. Career Links for High Risk Youth

Career Links provides to students who have a significant barrier to making a positive transition from education to work, the opportunity for employability skills and a uniquely tailored placement in a career field in the community. Students are placed in non-paid "hands-on" internships with corporations, small businesses, government services, professional practices, and social service agencies. An academic curriculum provides for career assessment and guidance, as well as effective employability, job-seeking, and job maintenance skills. Students receive academic credit, letters of recommendation, and an experience upon which decisions for educational and career planning, and personal development, can be based. The individualized and flexible nature of the program's services and internships allows for the successful participation of a full range of high risk youth including special education, school age mothers, continuation school students, and other hard-to-employ youth.

CONTACT: Marilyn Moyers
Amador Joint Union High School District
8151 Village Parkway
Dublin, CA 94568
(415) 829-4958

12. CHOICE

Project involved the adaptation and implementation of Project C.H.O.I.C.E. (as used in the San Diego USD) for use at the Laguna Salada Union School District in grades K-8. Four objectives were stated: provide vocational/career education inservice to all participating teachers; increase student career awareness; increase student awareness of career sexism; increase the disadvantaged, handicapped, or bilingual students' awareness of their career opportunities. Comments on the success at meeting these objectives is included as a sample lesson plan.

CONTACT: Dale Burkland
Santa Clara County Office of Education
100 Skyport Drive
San Jose, CA 95115
(408) 947-6888

13. Diversified Educational Experiences Program (DEEP)

The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows instructors to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather develop and display information. Extensive use is made of electronic, and non-electronic media. The role of the teacher is that of advisor, consultant, and learning-systems manager.

CONTACT: Jane Connett, Director
Project DEEP
Wichita Public Schools
640 N. Emporia
Wichita, KS 67213
(316) 685-0271

ASSISTANCE: Joyce E. Lazzeri
National Diffusion Network
California Facilitator Center
1575 Old Bayshore Highway
Burlingame, CA 94010
(415) 692-2956
(800) 672-3494

14. Early Prevention of School Failure

A program available in English and Spanish designed to prevent school failure early identification and remediation of developmental learning deficiencies that would adversely affect school performance. Program materials include: screening instruments, classroom management guides, classroom activity guides, and parent materials. The program was featured in the Sharing Educational Success Travelling Seminars, 1982.

CONTACT: Lucille Werner, Project Director
Peotone School District
114 North Second Street
Peotone, IL 60646
(312) 258-3478

15. Early Success in School - K-3

The program emphasized the prevention of early school failure rather than just its remediation. The focus is on expanding kindergarten and first grade curriculum to provide classroom activities that foster children's thinking skills and allow the children to develop more positive attitudes toward themselves and their school work. Early Success in School was featured at the Sharing Educational Success Travelling Seminars in 1982.

CONTACT: Sharon Andrade
580 East 4th Street
Chico, CA 95926
(916) 891-1695

16. Exploratory Work Experience

This project focuses on pre-employment skills, work experience and school/business partnerships. Both simulated and actual work experience sites are utilized in the training process. The program was developed for both learning and severely handicapped students in grades 9 through 12 but also is applicable to other disadvantaged students.

CONTACT: Ms. Margaret Smith
Poway Unified School District
13626 Twin Peaks Road
Poway, CA 92064
(619) 748-0245

17. Focus Dissemination Project

This is a program for disaffected secondary students of all ability levels, and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings. The program affects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Focus is highly structured, offering courses in English, social studies, math, and work experience. Instruction in Focus classes is based on ability and need. Curriculum materials are modified to meet the student's level of skill development and are presented in relation to survival beyond graduation. Students take such classes as science, physical education, health, and electives in the regular school program.

All Focus students are involved in a group counseling experience called Family. Each Family consists of eight to 10 students and one teacher who meet together one hour daily throughout the year.

CONTACT: Don May
FOCUS Dissemination Project
Human Resources Associates, Inc.
755 Hiway 55 W
P.O. Box 303
Hastings, MN 55033
(612) 437-3976

FOR ASSISTANCE CALL:
Joyce E. Lazzeri
National Diffusion Network
California Facilitator Center
1575 Old Bayshore Highway
Burlingame, CA 94010
(415) 692-2956
(800) 672-3494

18. Fourth-Year Diploma

The purpose of this program is to keep students in school who are seriously deficient in course work and who are in danger of dropping out of school. Enrollment is limited, and diagnostic tests given to each student determine what courses and instruction he or she will receive. Students must complete a minimum of eight one-semester courses in order to qualify for the special diploma, and attendance must be at least 80 percent. Reading proficiency must be at the 8th grade level by the time of graduation. Instruction is concentrated on basic academic skills, and student performance determines progress.

CONTACT: Mr. Richard Mills or Mrs. Cheryl Hartzel
Pacific Shores High School
325 South Peck Avenue
Manhattan Beach, CA 90266
(213) 379-5421 Ext. 490

19. HOLD: Helping Overcome Learner Dropouts: 9-12

A prescriptive counseling program designed to maintain enrollment of potential dropouts by increasing attendance, self-esteem, and academic success through peer counseling, attendance monitoring, parent counseling, and classroom guidance. The program was disseminated during the Sharing Educational Success Travelling Seminars in 1982.

CONTACT: Joan Rost
Pajaro Valley Unified School District
550 Rodrigues Street
Watsonville, CA 95076
(408) 728-6330

20. Improving Vocational Guidance for LES/NES

All information developed through the implementation of the project is contained in three separate vocational guidance handbooks. Titles are: "Opening Doors by Improving Vocational Guidance Programs For: The Limited English and Non English Speaking"; "Out of School Youth"; "the Gifted".

Also includes "Towards Better Work Attitudes"; a teacher oriented curriculum model for helping vocational education students develop positive work attitudes through a variety of suggested activities.

CONTACT: Jack Rudd
Ceres Unified School District
P.O. Box 307
Ceres, CA 95307
(209) 538-0141

21. Intercept: A Positive Alternative to Pupil Suspensions, Truancy, and Dropout

This is a program for students in grades 9-12 who have high rates of failure and truancy, along with a history of disruptive behavior. It provides preservices/inservice training to deal with adolescents who have shown chronic disruptive, failing, and truant behavior, and to address such problems before these difficulties fully develop. A preservice/inservice training program offers teachers training in four areas. All staff in the program are taught effective discipline procedures, classroom management techniques, and instructional skills. A peer consulting team is developed for group critique and support.

The programs developed by Project Intercept are COPE, Learning Center, and the Learning Cluster. In the first two programs, targeted students are placed in self-contained classes for two-thirds of the day, and may take electives or attend vocational training programs during the remainder of the day. The Learning Cluster offers a preventive treatment program to ninth grade students where one quarter of the day is spent in English and Social Studies.

CONTACT: Richard Maurer, Ph.D
Anne M. Dorner Middle School
Van Cortland Avenue
Ossining, New York 10562
(940) 762-5740

FOR ASSISTANCE CALL:
Joyce E. Lazzeri
National Diffusion Network
California Facilitator Center
1575 Old Bayshore Highway
Burlingame, CA 94010
(415) 492-2956 or (800) 672-3494

22. Native American Program

The purpose of this program is to encourage Native-American students to stay in school and to help them get more out of their schooling. A Native-American aide works cooperatively with students, teachers, and parents to improve communication and to provide tutoring for those who are in need. The aide coordinates parent visits to school and sponsors a youth club. Students participate in the regular school program. This is a Title IV-C program serving 53 students. It was designated a Noteworthy Practice by the State Department of Education in 1978.

CONTACT: Jim Cosby, Head Teacher
Shasta Union High School District
725 Cypress Street
Redding, CA 96001
(916) 241-3261

23. OASIS

Project O.A.S.I.S. (Opportunity at Suspension in Schools) is an alternative to suspension program for students who are removed from the classroom for misbehavior. The project continues to provide supervision and instruction for students. The entire school climate benefits because all students need a safe, quiet learning environment free from threats, harrassment and non-productive noise. When disturbances happen within the classroom students may be sent to O.A.S.I.S. in lieu of suspension. This reduces the total number of school suspensions and continues the educational process for students. Students need to have alternatives to suspension in an attempt to correct disruptive behavior and return to the school population as soon as possible. Although the program was developed at the junior high school level it is applicable with both elementary grade and high school level students.

CONTACT: Shereene D. Wilkerson, Assistant Principal
Willis Jepson Junior High School
580 Elder Street
Vacaville, CA 95688
(707) 446-6829

24. Operation Success (New York State Department of Education)

Provides support services to high school students, both dropouts and those at risk of dropping out. Services included initial diagnostic vocational evaluation and functional assessment, educational internship experience, outreach services, personal and family counseling, vocational skills training, career development services, community resource services, part-time job development and employment, and referral services.

This is a cooperative Program of Federal Employment and Guidance Service, the New York City Board of Education and the United Federation of Teachers. February, 1984.

CONTACT: Herbert Bienstock, Director
Center for Labor and Urban Programs
Research and Analysis
Queens College, House 41
Flushing, N.Y. 11367

25. Parenting and Infant Development

The Lincoln Senior High School Parenting and Infant Development program is intended to keep teenage parents in school and to help them learn to be better parents through the development of decision-making skills, values calrification, career education, and parenting skills. A pre-school is operated for toddlers and their teenage parents. It provides a variety of activities for the children and instruction in child development for the parents. A bi-monthly health clinic is held at the school to provide health examinations and to simulate a baby clinic. Volunteer health services are offered by a local pediatrician. The program was selected as a Noteworthy Practice by the State Department of Education.

CONTACT: Eleanor Jenson
Lincoln Senior High School
150 South 49th Street
San Diego, CA 92113
(619) 264-3171 Ext. 128

26. Peninsula Academies

Students involved in the academy concept begin in the tenth grade and continue through the twelfth grade. They are enrolled in a core academic "school within a school" program consisting of English, math, science and a laboratory class related to specific occupations. During the remainder of the day they participate in regular school activities. The program has an exceptionally strong school/business partnership geared to existing job markets. Ten academies have been established in California covering health services, computers and electronics, hotel and restaurant occupations, and business/banking skills. Results of a thorough evaluation are available.

CONTACT: Mrs. Marilyn Raby
Peninsula Academies
Sequoia Union High School District
480 James Street
Redwood City, CA 95062
(415) 369-1411

27. Positive Alternatives to Student Suspensions (PASS)

Major activities of the PASS program include individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students, affective education and personal development programs for students and teachers, time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments, individual and group counseling for students experiencing serious interpersonal confrontations, and counseling for parents.

"Staff Development for a Positive School" and "Communication Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "A Student's School Survival Course" and "Home Survival Source" help students with problems, learn how to interact more effectively within their school and home environments.

CONTACT: John C. Kackley
Supervisor/Consultant or
Ralph E. Bailey
Director, Project PASS
Pupil Personnel SErvices
Demonstration Project
Euclid Center
1015 Tenth Avenue North
St. Petersburg, FL 33705
(813) 823-6696 (Ext. 45)

FOR ASSISTANCE CALL:

Joyce E. Lazzeri
National Diffusion Network
California Facilitator Center
1575 Old Bayshore Highway
Burlingame, CA 94010
(415) 692-2956 or
(800) 672-3494

28. Project FREE

Project FREE, the result of a Department of Mental Health grant, is a program designed to supplement the educational experience and personal development of young school children. This is accomplished through early detection and immediate intervention of behavioral, emotional, or social difficulties. It requires no extra cost for parents.

Goals are; a) to help the child get a good start in school by fostering a healthy self-concept, developing his social skills, and helping him bring his school work up to his potential; b) to prevent the need for more specialized or "crisis" help at a later date; c) to identify the child's individual needs early so that we can plan an educational program which will be beneficial to him; and d) to guide parents in understanding their child.

CONTACT: Lillian Stillwell
Project FREE
Alta Vista Elementary School
173 Oak Street
Auburn, CA 95603
(916) 885-1927

29. Project Intervention

Pre-employment skills are stressed through the use of simulated work stations, after which job training is provided for the majority of students. Proper student assessment and the use of career oriented materials are major emphases of the program. The project utilizes funds from the Community Action Agency, Regional Occupational Program and the Vocational Education Act.

CONTACT: Ms. Marilyn Matthews
El Monte Union High School District
3537 Johnson Avenue
El Monte, CA 91731
(818) 575-2100

30. Project TIED

The project was developed to meet the needs of teenage mothers. Students receive child care instruction along with assistance in obtaining a high school diploma or its equivalent. Emphasis is placed on job search skills, vocational training and job placement. The job placement rate has been high. Although the program was developed for teenage mothers, its concepts are applicable with many categories of disadvantaged youth.

CONTACT: Mr. Ken Bryan
Tulare Joint Union High School District
700 E. Kern
Tulare, CA 93274
(209) 686-0225

31. School Retention Joint Ventures

This program was developed by the school district in cooperation with the Industry Education Council and local businesses. Job preparation, job placement and followup take place on the site of a large shopping mall. Students are exposed to all aspects of local businesses. Placement rate is high.

CONTACT: Mr. Jaynes Friedman
San Mateo Union High School District
650 N. Delaware Street
San Mateo, CA 94401
(415) 348-8834, Ext. 256

32. School to Open Possibilities

This program offers a successful alternative to traditional schools by utilizing independent study and contract instruction methods to meet the needs of students. Student assessment is a vital component leading to the development of pre-employment skills and to the securing of a high school diploma or its equivalent.

CONTACT:
Mr. Karl Modgling
Ceres Unified School District
P.O. Box 307
Ceres, CA 95307
(209) 537-4717
538-0150

33. Senior/Youth Partnership Tutoring Program

The project focuses on many aspects of employment preparation and job placement through the involvement of senior citizens experienced in all types of occupations. Seniors tutor students in relation to occupations and the attainment of high school diplomas or the equivalent. The program provides benefits for both students and tutors and serves youth of all ages.

CONTACT: Mr. Sam Taylor
Senior/Youth Partnership Tutoring Program
43 N. Green Street
Sonora, CA 95370
(209) 533-5641

34. SLICE OF LIFE

Project established an ongoing program to prepare secondary special education students for optimum vocational placement upon leaving high school, either in competitive or sheltered employment. Developed in Humboldt County, this project seeks to provide students with work awareness, aptitude assessment, vocational training, and job-seeking skills. The program addresses the needs of special education students and can be used in conjunction with mainstreaming efforts.

CONTACT: Edward Makowski
Fremont Union High School District
Blaney Continuation High School
555 E. Homestead Road
Sunnyvale, CA 94087
(408) 735-6153